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ABSTRACT

A study examined the educational needs and personal characteristics of part-time, adult postsecondary vocational teachers. After conducting a literature review to determine the state of the art of inservice teacher education throughout the United States and in Colorado in particular, researchers surveyed 278 part-time, postsecondary instructors and 34 administrators responsible for part-time postsecondary education in Colorado. After examining data obtained from the questionnaires returned by 155 instructors and 29 administrators, researchers determined that although the majority of part-time postsecondary instructors were not currently participating in inservice activities, most were willing to do so. Personal growth was the primary reason expressed for participation in inservice training, and seminars, media, and classroom instruction were the preferred methods for the delivery of inservice activities. The 10 modules recommended for inclusion in instructional packages for part-time instructors were student motivation, class management, safety and liability, testing and test construction, individualizing instruction, improving teaching skills, effective media utilization, adult teaching psychology, lesson planning, and teaching students with special needs. Based on data obtained from the literature review and from the survey, a generic model was developed for preservice and inservice education for postsecondary part-time instructors. (A flow chart and a discussion of the model are included in this report.) (MN)

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FINAL REPORT

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INSERVICE FOR POSTSECONDARY, PART-TIME INSTRUCTORS

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SECTION I

INTRODUCTION

Vocational education really began in 1917 with the Smith-Hughes Act. Throughout the years, there have been numerous acts concerning vocational and adult education, but it was not until the 1963 Act, which provided federal funds for building buildings in the vocational, technical, and adult education system, that the growth really began. The 1968 Vocational Amendments Act advanced vocational education by setting up a National Advisory Board and an Advisory Board for each state, also providing federal funds for research to improve and develop new programs and to expand part-time adult education.

The growth of adult education has been very great in the last ten years, and the trend is for more each year as people are thinking of education as a lifelong process and not one which stops with formal education at the high school level or beyond.

At present, there are adults who want to upgrade their skills or learn a new vocation. To meet these needs, new teachers will be needed each year who can effectively teach adults.

In adult education, lectures and assigned readings are not as effective as action learning styles such as demonstrations, group discussion, program charts, and open laboratories/shops where the adult learner can learn by doing rather than just listening or reading about the subject (2).

> "Adult education is not only a large field covering a wide range but one which includes everything that the adult learner is or can become. Adult learners are individuals coming from different home situations, schools, various size communities and each with knowledge, attitudes, skills and abilities gained by years of living. Adults want to be treated like adults and to have a warm, accepting and caring instructor who not only is knowledgeable in the subject area but also has the ability to understand and share anothers feelings."

From the student's standpoint, there is no difference in the level of professionalism expected and required for either part-time or full-time, vocational instructors.

Many part-time, adult vocational instructors have a strong work experience background. But many have had little or no formal course work in vocational teacher preparation. This formal course work is important and has been recognized for many years. Because of the nature

of the part-time vocational instructor's typical employment patterns, the likelihood that he or she will participate in formal teacher education course work is questionable. But many part-time, adult instructors do recognize and would welcome the opportunity to improve their pedagogical techniques.

"The success of the student is closely related to the preparation of the teacher" (19:ix). This study will enhance that relationship.

Statement of the Problem

To better serve the needs of part-time, adult postsecondary instructors, it is essential to identify both the needs and characteristics of these instructors as well as to develop a plan for providing these instructional services. Part-time instructors serve a vital role in a system of vocational education. While they serve and are highly competent in the specialty areas, many have very little professional competencies in a pedagogical function essential for effective and efficient vocational educators.

Objectives

1. To design a system to identify instructional elements, personal characteristics, and professional education needs of post-secondary part-time instructors for inservice education.
2. To research present models and design methods of systematizing an inservice delivery system and pilot test the design to provide a projected cost factor for the model.

Purpose of Study

The major purposes of the study were:

1. Generate a data base of personal background factors which may influence the participation of part-time, adult postsecondary instructors in inservice activities. These factors include:
   -- Time spent working at a job other than teaching
   -- Educational background
   -- Total years as part-time, adult vocational teacher
   -- Service area
2. Determine the types of inservice activities the part-time, adult postsecondary instructors have participated in:
   -- Philosophy - history of vocational education
   -- Course construction
   -- Test construction
   -- Development of instructional media

-- Teaching methods
-- Individualizing instruction
-- Working with special needs students
-- Human relations

3. Identify some factors which may influence part-time, adult postsecondary teachers to participate or not to participate in inservice programs
4. Determine the expressed inservice education needs and preferences in the areas of:
   -- Assistance in planning courses
   -- Assistance with adult teaching methods
   -- Assistance with lesson or module planning
   -- Information on how people learn
   -- Information on testing methods
   -- Information on grading methods
   -- Suggestions on creating student interest
5. Determine the preference for agencies to be involved in providing various aspects of inservice programs
6. Provide a model for implementing a state-wide inservice for part-time, adult postsecondary instructors.

Rationale

The findings from the study will provide a model for implementing a viable inservice training for postsecondary, part-time instructors. The model will become a vital tool and should become an important part of the delivery system to improve the quantity and quality of part-time instruction in institutions in Colorado.

Product(s) to be Delivered

The product to be delivered was a model for implementing a state-wide inservice for postsecondary, part-time instructors. The products also included a cost factor which implemented the model on a state-wide basis. Quarterly reports and a final report were also products generated as a result of the proposed project.

Delimitations

The following delimitations apply to this study:

1. The population surveyed has been drawn exclusively from Colorado state-supported institutions offering postsecondary programs in vocational education
2. All items in the survey instrument relate to vocational education

3. The study focused on vocational teacher educators in general and was not directed at any particular institution
4. The sample will be selected from two populations which will be (a) part-time adult teachers and (b) administrators responsible for part-time, adult teacher education
5. Only those identified in Number 4 and listed in the MIS were included as part of the populations.

Definition of Terms

The following definitions of terms is meant only to clarify the context in which the terms were used within this study.

Competency. The knowledge or ability necessary to a given task; also, the statement describing such knowledge or ability. In this study, performance element and competency are used synonymously.

Inservice Education. Education in the form of a formal course(s), workshop(s), seminar(s), or individual instruction that occurs during or after one's entry into the teaching profession.

Local Vocational Administrator. An individual employed in administering vocational education programs at the institutional level. The term also means the administrators that work closely with part-time, adult instructors.

Part-Time, Postsecondary Instructor. An individual teaching less than 300 hours annually in adult vocational programs.

Vocational Education. Any form of education, training, or retraining which is designed to prepare individuals to enter or continue in gainful employment in any recognized occupation, except those which require a baccalaureate (or higher) degree.

SECTION II

REVIEW OF LITERATURE

Introduction

Few people in the field of professional education--if they give it thoughtful consideration--will not admit inservice education is a most important activity. But it must be generally conceded that in actual practice, inservice education is not accorded the importance it deserves. Because of the rapid change in technology and the fact that many part-time, vocational teachers enter the teaching field with little or no pedagogical competencies, the need for inservice education is generally accepted. However, due to the current issues which are confronting education today, there is evidence throughout the literature that inservice education has been neglected and is in need of some major revision if it is to serve the function of truly helping teachers to more adequately carry out their roles and responsibilities as a teacher.

Four major areas were researched during the development of the rationale for this study. The four areas were:

1. What is inservice education?
2. What are the benefits of inservice education?
3. Whose responsibility is it to provide inservice education?
4. Inservice education studies related to Colorado.

The Search

Available literature directly related to inservice for part-time, postsecondary instructors is limited. However, there is much written relative to inservice education with inference and emphasis on vocational education and the role of individuals and organizations in providing inservice education for vocational instructors.

The following procedure was used in reviewing the literature.

1. Pertinent materials identified in the Education Index and Current Index to Journal in Education under the headings, inservice education, inservice programs, inservice teacher education, teacher education, teacher qualifications, adult education, adult vocational education, part-time teachers, and needs assessment were reviewed.

2. A manual search of the ERIC (Educational Resources Information Center) system and the AIM/ARM (Abstracts of Instructional Materials/Abstracts of Research Materials) systems was made using the following descriptors: inservice education, inservice programs, inservice teacher education, teacher education, teacher improvement, teacher qualifications, adult education, adult vocational education, part-time teachers, and needs assessment were reviewed. Finally when deemed appropriate actual documents were reviewed.
3. Bibliographies from materials 1 and 2 above were then used as secondary sources of information in identifying additional items for review.

An effort was also made to identify models used for implementing inservice training programs.

What Is Inservice Education?

Inservice education, inservice training, growth inservice activities, professional training, professional growth, teacher improvement, and staff development are all terms used frequently and often interchangeably when referring to the continuing educational activities of professional school personnel.

To assist in the understanding of the scope of "inservice education," the following definitions are given:

> "Broadly speaking, inservice education includes all activities that teachers engage in during their service, designed to contribute to their improvement and effectiveness on their assignment. This may be travel, professional reading, participation in supervisory and curriculum development programs, attendance at summer session courses, and any other of a wide range of activities varying from a classroom observation to a sabbatical; from viewing a film or TV program to a total personal involvement of great depth and long duration" (11:9).

Hill (13:16) defines inservice education as:

> ". . . the continuing education of a person who has previously developed the basic competencies required for entry into a position on the teaching team. The purpose of inservice education is to improve performance in the individual's current educational role."

> ". . . inservice education is a goal-directed activity concerned with changes in individual and organizational systems and achieved through changes in people, rather than in rules, structures, function, or physical environment (although these may be associated changes); and accomplished through training, rather than replacement or reassignment" (17:29).

The overall purposes of inservice education programs are the same whether attention is focused on the needs of teachers as individuals or on the needs of the school district or system as seen by the administrative and supervisory staff, board of education, and the public. Simply stated, they are to achieve and maintain an adequate supply of good teachers who are constantly growing professionally.

What Are the Benefits of Inservice Education?

Postsecondary vocational education student enrollments are increasing, and the trend is for continuous growth. This development will tend to increase the demand for adult vocational education instructors. Perhaps of more immediate importance than the preparing of new teachers are "inservice" programs for the teachers already in the system.

Bishop (6:1) stated that staff development should focus upon professional growth rather than credentialing. Staff development provides for continuity in program quality and the opportunity for individuals to engage in self-examination and renewal.

Adams (1:49) discussed the importance of inservice programs for part-time teachers when he stated:

> "A continuing trend in the administration of programs of adult vocational/technical education is the utilization of part-time teachers. This practice has facilitated the participation of thousands of adults who could not have been served with the limited full-time teachers available. It has also multiplied the problem of quality instruction, student morale, and teacher retention."

Claxton (9:36) further exemplified the need for inservice programs for part-time instructors when he stated:

> "If one had to identify an area of glaring weakness in staff development programs, it might well be that provided for part-time personnel. These staff persons are invariably out of the mainstream of campus faculty life and they often have only the most vague connection to the college. This is regrettable because in many colleges the part-time faculty make up an increasingly large proportion of the staff. Further, they bring special strengths to the college, such as a sense of realism about the world outside academe.

According to Harris and Besseant (17:3-4), inservice programs are important for the following reasons:

"1. Preservice preparation of professional staff members is rarely ideal and may be primarily an introduction to professional preparation rather than professional preparation as such.
2. Social and educational change makes current professional practices obsolete or relatively ineffective in a very short period of time. This applies to methods and techniques, tools and substantive knowledge itself.
3. Coordination and articulation of instructional practices require changes in people. Even when each instructional staff member is functioning at a highly professional level, employing an optimum number of the most effective practices, such an instructional program might still be relatively uncoordinated from subject to subject and poorly articulated from year to year.
4. Other factors argue for inservice education activities of rather diverse kinds. Morale can be stimulated and maintained through inservice education, and is a contribution to instruction in itself, even if instructional improvement of any dynamic kind does not occur."

For the teacher of some experience who wants to maintain a vital and fresh outlook and attitude toward teaching--and improve his/her effectiveness in the classroom--Finch (11:19-20) in his work gave the following points summarizing the essential purposes of inservice education:

"- To entend his knowledge and learning in general.
- To keep abreast of new knowledge.
- To keep current in a rapidly expanding society.
- To acquaint him with new techniques, devices, and arrangements.
- To prepare him for new fields and new responsibilities.
- To provide him with results of research on learning and on the learning process."

Dr. Melvin Barlow (5:28-31) as editor for the American Vocational Journal stated that:

"Inservice teacher education looms as the dominant imperative related to teacher qualifications. The two main objectives of the current inservice programs are related, first to keeping the teacher up to date in his subject matter, and second keeping him abreast of new developments in teaching and learning, including contributions from research and the results and progress of experimental exemplary, and innovative methods of teaching."

In regard to competent instructors, Prosser (26:59) stated that those who teach in an evening industrial program must possess three indispensable assets.

> "(1) They must be workmen of recognized skill or success in the thing they teach. (2) They must be masters of technical knowledge with which they deal in their teaching. (3) They must be able to teach others what they know. The first two of these assets a man must have before he is taken over on any basis as an instructor. In some way, he must be trained as rapidly as possible to be a teacher. This involves the careful selection of men with successful trade experience, technical knowledge, and the natural qualifications of a teacher. And it also involves the training of such men in service as teachers and the continued supervision of their work."

In a paper presented at the Vocational and Adult Education Workshop at Orlando, Florida in August, 1975, Dr. Andreyka (2) stated:

> "Generally speaking, there appears to be two broad areas of competence needed by vocational teachers (or any other teacher for that matter). First, is competence in subject matter being taught . . . these are the technical or occupational competencies needed by vocational teachers . . . the teaching and related competencies needed by the successful teacher. These are often referred to as the professional competencies. In this program, we would expect the teachers to come to us already possessing the necessary technical skills. Our job would be to help him or her develop the required professional competencies they may lack."

On meeting the needs of new vocational instructors, Bradley (7:35-36) states:

> "New teachers with business and industrial experience who lack professional vocational teacher training are a 'sink or swim' situation with respect to classroom techniques. Traditional formalized educational training does not provide the immediate practical aid which these teachers need in order to cope with an actual classroom experience."

In writing about vocational education, Struck (30:133) described the need for professional training:

> "Professional training (meaning instruction in the arts and sciences of teaching) is as essential for vocational teachers as for those of general education. Although it is true that vocational competence is a fundamental requirement for vocational teachers, it is also a truism that professional training is as greatly needed in the realm of vocational education as in non-vocational fields. It is one thing for a

person to be skilled in an occupation and another to teach others what he knows and to do what he can do. Furthermore, there are differences in teaching young people of high school age and adults.

In vocational education the teaching content varies constantly because of changes in the occupations. Consequently, teachers must be able to analyze their occupations and to develop new instructional material. Course content must be determined; individual instruction sheets need to be developed because the nature of the instruction is such that much of the teaching is best done on an individual basis; and group instruction must be planned.

Prospective vocational teachers are taught how to plan school laboratories and shops, how to arrange equipment in the best manner, how to order equipment and supplies, and how to manage classes in laboratories, shops, classroom, and elsewhere. Fundamental laws of learning and of teaching are studied, and familiarity with many different ways of teaching is obtained. Teaching methods are teachers' tools and a variety is needed."

Finch (11:57) felt that inservice education's existence was tangible evidence of two secondary assumptions:

> "1. That such programs make an important contribution to employee competence.
> 2. That there is a significant difference between the competence of teachers who have experienced more inservice education, and the competence of teachers who have participated in less inservice education."

In an effort to support these assumptions, Finch (11:58) carried on a study in the Los Angeles City School District. He utilized the following null hypothesis:

> ". . . that statistically significant differences in teacher effectiveness, as judged by principals' evaluations, would not be found between teachers having equal length of tenure but differing amounts of inservice education."

This null hypothesis was rejected at the .01 level of confidence. It was concluded that:

> ". . . the effectiveness of teachers who participated extensively in inservice education activities is reflected in the quality of the teacher's classroom and campus relationships with students: results in more effective classroom management and control and academic presentations; and enhances and strengthens relationships within the school, among school patrons, and with the public in general."

Although the reported study relied upon subjective judgment to evaluate improvement in teaching and learning, it did show that inservice education could improve professional competence.

During the eighth annual National Vocational Education Personnel Development Seminar (13:4) held October 8, 1974, an assigned discussion group suggested that:

> "In its broadest concept, inservice education includes all activities of employed teachers that contribute to professional growth and competence. The importance of identifying and proceeding from problems confronted by the teacher should focus attention on needs identification for inservice personnel development. At least, three principles of learning are basic to an inservice program.
>
> 1. Learning occurs best when it begins with matters of real interest and concern to the learner.
> 2. As the area of individual concern is extended the rate of learning is likely to increase.
> 3. The development of an individual's special interests and potentialities tends to promote continued learning."

The group also identified three reasons why any organization that intends to mean something must have an effective inservice program to bring all its people along.

> "1. The organization depends on competence in the way its many jobs are done; therefore, it must provide every staff member ways to build up the skills he needs.
> 2. The organization depends on people; therefore, it must offer every staff member a stimulating climate in which to grow--to grow, first of all, simply as a person, but also to grow as an autonomous professional.
> 3. The organization itself is a sort of organism; therefore, like an organism, it has to have a nervous system. It needs this first, in order to coordinate all its parts--else it simply cannot be a system. But it needs it even more because it cannot do without the ability to learn, as an organism learns, to adapt itself to change and new challenge. Without a system of intelligence which runs through all its parts, any organization is doomed to slog on forever, just following old habit and blind instinct, unable to reason and to act" (13).

Tyler (32:15) in writing about the future of inservice education of teachers stated that:

"Inservice education of the future will not be seen as 'shaping' teachers but rather will be viewed as aiding, supporting, and encouraging each teacher's development of teaching capabilities that he values and seeks to enhance."

Whose Responsibility Is It to Provide Inservice Education?

The review of literature revealed a difference of opinion on the point of who was responsible for inservice education. Some felt the questions of responsibility centered on the individual teacher. Finch (11:30) stated that:

"Not only is the individual teacher the person responsible for his own professional growth, but he also is responsible for taking the initiative in planning the various activities for that growth."

Scarborough (28:171) expressed the same conviction in an article which states, "Let's talk about self-education rather than inservice education." He asked the serious question:

"Why do supervisors and teacher educators find themselves pushing inservice education? . . . if the inservice education programs are for the benefit of teachers, why aren't they doing the pushing? They are adults, intelligent individuals, interested in their profession and its future as well as their own."

The point of the editorial was ". . . the teacher . . . must take the initiative for his own future education, rather than waiting for someone else to provide him with whatever he needs whenever . . . it is most convenient for him." Gross (14:137) made a similar statement, "Adults need to be architects of their own development, not merely passive victims . . . To be adult is to move beyond dependency . . ." Gardener (12) felt that it is the individual who must bear the burden of pursuing his own education.

Lierheimer (20) reported that the factors of time and money often kept teachers from receiving the inservice training they desired. Generally, teachers who had to initiate and seek out educational programs did not do so.

The American Association of School Administrators felt that, ". . . financial support of inservice programs must and does often come from different sources; private and public institutions alike are making important contributions to inservice programs . . ." (18:122).

Often the promotion of inservice education has been delegated to a supervisor of teachers. One aspect of the supervisor's job is ". . . exploration of the problems and to attempt to help in the plans of the individual with whom he is to work" (15:374). Harris (16:67) also explicitly related inservice education with the role of the supervisor. "Inservice education is the task of supervision which specifically seeks to improve education by changing people." Finch (11:57) stressed the point that the role of school administration in providing inservice education should be to ". . . offer suggestions as to the patterns of organization in which the study program may be most effective."

Bush (8:57) related the roles of the teacher and the administrator somewhat differently when he wrote the following:

> "It has been asserted that the teacher may be the most reliable judge of his own technical weakness. It follows, therefore, that the teacher should have a fundamental voice in determining his inservice training program . . . I am convinced that the teacher ought to select the kind of help, from a wide array of interesting alternatives, which he wishes to avail himself of, and that, in most cases he needs the help of an impartial outsider to enable him to make a diagnosis or analysis of the situation. For the time being, the programs need to be freed from the formal administrative structure. The evidence is quite conclusive; the administrator is in too strong an authoritative role with his responsibility for rating teachers for dismissal and tenure to also play a role as an impartial, objective expert who can help with the diagnosis of instructional problems . . ."

Annis (3:264) also advocated the position that there should be a person to provide assistance to the teacher in receiving the maximum benefit from inservice education. He recommended the development of a position within the State Department of Education that he called a Coordinator of Professional Development. The role of this coordinator was defined as follows:

> "The Coordinator of Professional Development would be in a position to know the needs of teachers as well as the competencies of the various teacher education programs. Utilizing the reports of supervisors, teacher educators, teachers, superintendents, he would be aware of the inservice needs of all and could coordinate an overall inservice program. He could coordinate inservice programs as to subject matter, location, etc., with both teacher education institutions and teachers, thus providing a better program for more teachers."

Stevens (29:94) wrote, "A planned program of inservice education for teachers . . . is one of the most significant responsibilities of the state." And the American Association of School Administrators (18:148) has stated, "Historically, inservice education for school personnel has been an important state function." They continued:

> "Although professional associations are participating, to an increasing degree, in conferences and workshops of an inservice nature that are designed to improve instruction, state agencies are still relied upon for stimulation, organization, and leadership in planning these activities."

There was no specific answer to the question, "Whose responsibility is it to provide inservice education?" State departments of education, universities, administrators, and teachers all indicated a need for inservice education and felt that they had some responsibility for providing it.

A summary of the literature in regards to responsibility may be best expressed as follows:

> "Inservice education is an individual responsibility of every vocational educator based on an evaluation of individual needs and goals. The ultimate individual responsibility, however, does not relieve educational administrators, teacher educators, and other leaders of their responsibility for providing necessary resources and strategies for making inservice education a reality" (13:19).

Inservice Education Studies Related to Colorado

A study by Thomas J. Loser (21) was entitled, "Preservice and Inservice Training for Vocational Teachers in Colorado." The study had three major objectives. First, to determine if the present preservice and inservice training is meeting the needs of vocational instructors. Second, to determine the differences, if any, between local administrators and instructors on how they perceive preservice and inservice education. Third, to determine what activities should be in preservice and inservice education.

Loser's list of conclusions resulting from the information accumulated during his study included the following:

> "1. That local levels are the best locations to hold either preservice or inservice activities.
> 2. That vocational instructors do not perceive adequate preservice and inservice training at their school; whereas, local administrators do perceive adequate training.

3. That workshops are one of the better means of providing preservice and/or inservice training.
4. That instructors and administrators support professional development throughout one's teaching profession."

In analyzing the responses to what activities should be in inservice education, administrators and teachers included the following activities to rate top priority:

1. Student motivation
2. Methods of instruction
3. Developing course outline and objectives
4. Teaching and learning process
5. Teaching aids
6. Instructor's liability in accidents
7. Safety practices.

A study entitled, "Comparison of Colorado Trade and Industrial Teachers," by Joseph E. Miller (22) reported one of the conclusions as follows:

> "The possession of the degree is not as important a factor as the structure of the courses necessary for completion of the degree.
>
> a. A non-degree teacher could be more proficient than a teacher with a degree other than Vocational Education, if he has the benefit of pertinent Vocational Education Method Courses.
> b. Many prospective teachers, with a degree other than Vocational Education could be very effective teachers with the additional help of pertinent method courses."

Alan R. Edsall (10) did a study entitled, "A Comparison of Orientation Vs. No Orientation for Beginning T & I Teachers in Colorado." Part of the study was in regards to the hypotheses:

> "There is no significant difference in the adjustment toward teaching of the beginning trade and industrial teachers as a result of attending a one-week orientation workshop conducted at Colorado State University during the summer before beginning to teach or attending a thirty hour orientation workshop concurrent with teaching, or not attending an organized orientation workshop as determined by their supervisory evaluation reports."

The hypothesis was rejected because of the following findings:

> "1. An orientation program for beginning trade and industrial teachers in Colorado for the school year of 1971-72 was beneficial to the participating groups as compared to the nonparticipating group by analyzing their state supervising reports.

2. The fall-winter orientation programs that were conducted at various locations in the state were more significant to beginning trade and industrial teachers in their adjustment towards teaching than was the summer orientation program or not attending formal orientation program."

Jerry L. Atkinson (4) did a study in 1976 entitled, "Essential Performance Elements for Part-Time, Vocational Instructors in Colorado." The purpose of the study was to gather data which might be used to demonstrate a need for preservice and inservice training for part-time, vocational instructors, and to determine what essential performance elements should comprise this training.

The research instrument contained 57 performance elements. The questionnaire was pursued by juries composed of Colorado state supervisors, staff of the Colorado State University Vocational Education Department, and graduate students at Colorado State University who had been involved in vocational education for at least three years. It was structured to obtain responses on a five-point, rating scale as to the degree respondents perceived the items to be part-time, vocational teacher education needs.

A recommendation of the study is the 57 performance elements developed and used in the study should be considered for possible inclusion in educational programs for part-time vocational instructors. Those receiving a high rating include but not necessarily limited to the following:

1. Safety of the student in the laboratory
2. Knowledge of instructors' liability
3. Upholding the goals of the profession
4. Appraising students' work.

Implications of this study include further research should be conducted in two areas, to include the development of material using different modes of learning for the instruction of part-time, vocational instructors. Then, a delivery system to put this material into each postsecondary school in the state needs to be developed.

The biographical section of the Atkinson study describes aspects of the part-time, vocational instructors involved in the study. In reference to the number of years worked as a part-time, vocational instructor, 70 percent of them had worked two years or more, with close to 25 percent having less than a year's experience. One implication of this is that the population must have liked teaching to have repeated the experience.

To the question inquiring if they had taken any course work in teaching methods, 64 percent said yes, but only 25 percent had vocational course work in teaching methods.

Nearly half of the part-time, vocational instructors had not taken part in either preservice or inservice education.

SECTION III

METHODOLOGY AND PROCEDURES

Procedures

This study used a review of literature to determine the present state-of-the-art. Instrumentation was developed to determine the needs of postsecondary part-time instructors for inservice education. The population included postsecondary, part-time teachers and local administrators responsible for part-time adult teachers and were sampled by the use of data from the Management Information System (MIS) of the State Board for Community Colleges and Occupational Education (SBCCOE). Data was colected by a mail-out procedure. Appropriate follow up with non-respondents was accomplished. From the data analysis, a model was generated for implementing a viable inservice program for part-time adult teachers.

Design of the Instrument

Two instruments were used in the study. One was designed to create a data base of personal background factors of part-time, postsecondary instructors and to investigate the opinions of the part-time, postsecondary instructors as to their participating in inservice programs.

The second questionnaire was designed to investigate the opinions of local administrators responsible for part-time, postsecondary teacher education as to the implementation of inservice programs.

The information used in developing the instruments was gathered from the following sources: a review of literature, instruments used in previous studies related to this subject, and a validation process used on these instruments. The instrument for instructors (Appendix C) contained 20 statements and was divided into two sections, background-descriptive section and inservice preferences section. The instrument for administrators (Appendix D) contained 14 statements.

Instrument Validation

A committee of ten members (Appendix A) was formed to validate the questionnaires. The committee met as a group, and the objectives of the study were presented and explained. The questionnaires were assessed in

terms of validity of each item, format of the questions, and the length of the questionnaire.

Based on the data collected at the conference, the two questionnaires were redesigned. Then the revised questionnaires were mailed to the same panel members. They were asked to evaluate them for clarity. readability, and appropriateness (Appendix E). Again changes were made and then the questionnaires were adopted for the study.

The Population

The two populations of this study were part-time, postsecondary teachers and local administrators responsible for part-time, postsecondary teacher education. The populations were identified by the computer from MIS at the SBCCOE. This process was used to generate a list of names and secure the labels of those individuals to be included in the study.

The listing included 1,053 part-time, postsecondary instructors and 34 administrators responsible for part-time, postsecondary education.

The sample size for the instructors was obtained from a table in the California Operations Manual (24:71). The sample percent to be within 5 percent of the true population value (a sample of 278) was indicated. Then, using the table of random numbers in Popham (25:401), instructors' names were randomly selected.

All 34 of the local administrators identified by MIS were included in the sample size.

Collection of Data

The participants selected for the study received the following:

1. A cover letter from the Co-Directors and the investigator of the study describing the study and soliciting their support (Appendix E)
2. A questionnaire (Appendix C for instructors and Appendix D for administrators)
3. A self-addressed, stamped envelope for returning the completed questionnaire.

Those who failed to respond received a second mailing containing:

1. A revised cover letter (Appendix F)
2. A questionnaire
3. A self-addressed, stamped envelope.

TABLE 1. Summary of the Returns from Instructors and Administrators.

	Instructors		Administrators	
	Number	Percent	Number	Percent
Total questionnaires mailed	278	100.0	34	100.0
Total questionnaires returned	170	61.0	30	88.0
Usable returns	155	56.0	29	85.0

Data Analysis

The data from the usable returns were keypunched onto computer cards and verified. A computer program was prepared using SPSS language for the purposes of analyzing the data.

The statistical treatment included a printout of the frequency of response to each element by each population and the calculation of relative and adjusted percentages of response. The printing of a frequency histogram for each element by population was completed. In addition, the calculation of the following statistics was carried out: mean, mode, median, standard-error, standard deviation, variance, kurtosis, skewness, range, minimum, and maximum for each population.

The number (N) will change from table to table due to respondents not answering every question.

The flow chart model was validated at a meeting of a committee of experts convened for that specific purpose. The committee met for an all day session and each step of the flowchart model was presented, discussed, modifications suggested and discussed, and a finalized version agreed upon (Located in Section V).

A pre- and postsurvey was administered to the group in order to gain response to initial and finalized versions of the flowchart (Appendix I).

Results indicated that this committee responded favorably to the modified flowchart and its corresponding documentation (Located in Section V).

SECTION IV

ANALYSIS OF DATA

Introduction

In the previous section, the procedures utilized to collect the data for this study was discussed. The purpose of this section is to present the statistical analysis of data and to provide an interpretation of the data based on objectives of the study and hypotheses postulated.

This section has been organized into four sections. The first section contains general information regarding personal data on the part-time, postsecondary instructors. The second section describes their preferences with respect to inservice education programs. The third section describes the administrators' preferences with respect to inservice programs. The fourth section describes the testing of the hypotheses.

A review of the tables in this section may reveal to the reader that the "N" will differ. This difference occurs because respondents did not complete every item on the questionnaire.

General Information Regarding Personal Data of Postsecondary, Part-Time Instructors

Section I of the questionnaire asked the instructors to complete a personal data sheet pertaining to their background in working at a job other than teaching, service area, when they teach and time involved in teaching, certification, teaching experience, educational background, and inservice experiences.

Summary of Participants' Responses to Full-Time Employment Other Than Teaching

As indicated in Table 2, the majority of the instructors worked at jobs other than teaching (97 percent). The largest category was 40 or more hours per week with 66 percent represented. Less than 3 percent had retired from the work force.

TABLE 2. How Many Hours Per Week Do You Spend Working at a Job Other Than Teaching (Check ONLY One)?

Hours Per Week	Number of Respondents	Percent of Respondents
10 Hours or Less	19	12.3
More Than 10 Hours But Less Than 20 Hours	8	5.2
More Than 20 Hours But Less Than 40 Hours	21	13.5
40 Hours or More	103	66.4
Retired From Work Force	4	2.6
Total	155	100.0

Analysis of Part-Time Teacher Vocational Service Area

On the questionnaire, the instructors had eight areas that they could check as a background service area. Seven areas identified a specific area, and one area was designated as "other."

The service areas which had a significant response were 37 percent in business and office, 20 percent in trade and industrial, 14 percent in health occupations, and 14 percent in technical. The frequency of response by vocational service areas is presented in Table 3.

TABLE 3. Please Classify Your Teaching Specialty in One of the Categories Below (Check ONLY One).

Service Area	Number of Respondents	Percent of Respondents
Agriculture	2	1.3
Distributive	4	2.6
Health Occupations	22	14.2
Home Economics	1	.6
Business and Office	57	36.8
Technical	31	20.0
Trade and Industrial	21	13.5
Other	17	10.9
Total	155	100.0

Participants' Responses to the Item Related to the Number of Years They Had Been Teaching Part-Time

Seventy-four percent of the respondents have had three years or less of teaching experience. Less than 13 percent had six or more years of experience. Table 4 summarizes the four categories used to identify the years the respondents worked as part-time, vocational instructors.

TABLE 4. How Many Years Have You Worked as a Part-Time, Vocational Instructor (Check ONLY One)?

Years	Number of Respondents	Percent of Respondents
One or Less	46	30.7
Two Through Three	65	43.3
Four Through Five	20	13.3
Six or More	19	12.7
Total	150	100.0

Summary of Participants' Educational Backgrounds

The next area that the instructors were asked to respond to concerned their educational background. In Table 5, it was noted that 71 percent earned a college degree. Also 42.6 percent had received on-the-job training.

TABLE 5. Which of the Following Indicates Your Educational Background (Check All That Apply)?

	Number of Respondents	Percent of Respondents
Received On-the-Job Training	66	42.6
Attended or Completed a Postsecondary Vocational School	32	20.6
Attended College But Did Not Earn a Degree	31	20.0
Earned One or More College Degrees	110	71.0
Total	239*	**

*N = 155
**The total percent will not equal 100 percent because of multiple responses.

Analysis of Participants' Responses to the Content of Courses Completed in Formal Teacher Education Courses

The instructors were asked to indicate from a list of eight subjects and/or concepts those which described the teacher education instruction they have had. Teaching methods and course construction received the greatest number of responses. All the other areas received less than a 30 percent response. Table 6 further illustrates the frequency of responses.

TABLE 6. Which of the Following Most Clearly Describes the Teacher Education Instruction You Have Had (Check All that Apply)?

	Number of Respondents	Percent of Respondents
Philosophy-History of Vocational Education	42	27.1
Course Construction	61	39.4
Test Construction	44	28.4
Development of Instructional Media	49	31.6
Teaching Methods	71	45.8
Individualizing Instruction	35	22.6
Working With Special Needs Students	19	12.3
Human Relations	39	25.2
Other	8	5.2
Total	368*	**

*N = 155
**The total percent will not equal 100 because of multiple responses.

Postsecondary, Part-Time Instructors' Inservice Preferences

Section II of the questionnaire asked the instructors to respond in regards to inservice preferences. Also, the instructors were to assume they would receive no reimbursement for their expenses incurred for participating in the inservice activities.

Participants' Responses to Their Willingness to Participate in Improving Their Teaching Skills

The first question referred to the instructor's willingness to participate in inservice activities. Sixty-five percent of the respondents indicated "yes." But this response had three different connotations. Some of the 35 percent who have a "no" response did not respond to the other questions regarding preferences to inservice activities. Table 7 explains the three connotations.

TABLE 7. Would You Be Interested in Participating in Adult Education Programs to Help Part-Time, Postsecondary Vocational Instructors Develop Teaching Skills (Check ONLY One)?

	Number of Respondents	Percent of Respondents
Yes, I would participate in more than one activity per year.	30	20.4
Yes, I would participate in one activity per year.	53	36.1
Yes, I would participate in one activity only.	13	8.4
No, I would not be interested in participating in any activity.	51	34.7
Total	147	100.0

Analysis of Teachers' Responses to Their Needs to Improve Their Teaching Skills Currently Being Met

The most common method employed in meeting the needs to learn teaching skills was a "self-study program" (40 percent). Twenty-three percent indicated that the needs were not being met. Only 21.4 percent indicated that the local institution was providing assistance to the need. Table 8 provides additional data.

TABLE 8. How Are Most of Your Needs to Learn Teaching Skills Currently Being Met (Check All That Apply)?

	Number of Respondents	Percent of Respondents
Not Aware of Any Needs	25	16.2
Needs Not Being Met Currently	35	22.6
Local School Staff at the School in Which I Teach	33	21.4
Teacher Educators From a State University/College	29	18.8
Self-Study Program	62	40.3
Other	16	10.3
Total	200*	**

*N = 155
**The total percent will not equal 100 because of multiple responses.

Summary of Participants' Responses to How They Would Rate the Local Inservice Training Program to Satisfy Their Needs

In reference to providing inservice to postsecondary, part-time instructors, the respondents indicated (41 percent) they had no local inservice program available to them. And of the 59 percent who did have access to a program, 4.4 percent rated it "excellent," and only 16.2 percent rated it "good." A summary of the 136 responses is provided in Table 9.

TABLE 9. How Would You Rate the Present Local Inservice Training Program in Relation to Satisfying Your Teaching Needs (Check ONLY One)?

	Number of Respondents	Percent of Respondents
Poor	28	20.6
Fair	24	17.6
Good	22	16.2
Excellent	6	4.4
None Available	56	41.2
Total	136	100.0

Participants' Responses to Why They Participate in Local Sponsored Inservice Programs

The next series of questions relates to the concept, "If you were to participate in an inservice activity, . . ."

An examination of Table 10 illustrates that those areas involving financial consideration were not significant in regards to reason to participate in inservice activities. "Personal growth" was by far the largest reason part-time, postsecondary instructors would participate.

TABLE 10. If You Participated in an Inservice Activity (Teacher Education), What Do You Expect to Receive for This Instruction (Check All That Apply)?

	Number of Respondents	Percent of Respondents
Personal Growth	111	71.6
Clock-Hour Credit Toward Credential	67	43.2
College Credit	52	33.5
Incentive Pay Raise	30	19.4
Stipend	10	6.5
Wages	19	12.3
Other	7	4.5
Total	296*	**

*N = 155
**Total percent will not equal 100 because of multiple responses.

Summary of Participants' Responses Relative to How Far They Would Travel to Participate in an Inservice Activity

About half of the teachers indicated that they would be willing to travel less than 40 miles to participate in a teacher activity. Only 25 percent of the instructors indicated they would be willing to travel more than 60 miles to participate. Several instructors noted on the questionnaire that frequency of the trip would be relevant in the distance they are willing to travel (see Table 11).

TABLE 11. I Would Be Willing to Travel _____ Miles (Round Trip) to Participate in an Inservice Activity.

Number of Miles	Number of Respondents	Percent of Respondents
1 - 20	31	27.0
21 - 40	24	20.9
41 - 60	31	27.0
61 or more	29	25.2
Total	114	100.0

Participants' Responses to the Type of Inservice Activity They Would Be Interested in Participating as Part of a Professional Development Activity

An attempt was also made to determine the type of format with which the teachers would like to be taught. The first choice was instruction offered through seminar discussion, the second choice was group classroom activities, and a distant third was handbooks. Table 12 shows the percentages for delivery format preferences.

TABLE 12. If You Were to Participate in a Teacher Inservice Activity, How Would You Most Like to Learn (Check All That Apply)?

	Number of Respondents	Percent of Respondents
Group Classroom Activities	81	51.6
Seminar Discussions	101	65.2
TV Lectures Plus Reading and Homework	15	9.7
Self-Study Materials Such as Tape Cassettes, Materials, Etc.	50	32.3
Handbooks	55	35.5
Correspondence	22	14.2
Other	2	1.3
Total	326*	**

*N = 155
**Total percent will not equal 100 because of multiple responses.

Administrators' Inservice Preferences

The administrators were asked how the instructors' needs to learn teaching skills were currently being met. About half (48.3 percent) indicated that they felt the needs were not being met currently. Only 3 percent were not aware of any needs. Fifty-five percent felt the local school staff at the school in which the instructors teach were meeting the needs. Table 13 provides a summary of the responses.

TABLE 13. How Are Most of the Needs to Learn Teaching Skills Currently Being Met by Your Group of Part-Time, Adult Vocational Instructors (Check All That Apply)?

	Number of Respondents	Percent of Respondents
Not Aware of Any Needs	1	3.4
Needs Not Being Met Currently	14	48.3
Local School Staff at the School in Which They Teach	16	55.2
Teacher Education From a State University/College	6	20.7
Self-Study Program	6	20.7
Other	2	6.9
Total	45*	**

*N = 29
**Total percent will not equal 100 because of multiple responses.

Summary of Administrative Participants' Responses to How Well Present Inservice Programs Are Meeting Needs of Part-Time Adult Vocational Instructors

"How would you rate the present local inservice training program in relation to satisfying the needs of part-time, adult vocational instructors teaching methods?" None of the administrators rated their program as "excellent." Only 13.8 percent gave a rating of "good" (see Table 14).

TABLE 14. How Would You Rate the Present Local Inservice Training Program in Relation to Satisfying the Needs of Part-Time, Adult Vocational Instructors Teaching Methods (Check ONLY One)?

	Number of Respondents	Percent of Respondents
Poor	12	41.4
Fair	9	31.0
Good	4	13.8
Excellent	0	-0-
None Available	4	13.8
Total	29	100.0

Analysis of Administrators' Responses Relative to the Amount of Dollars Budgeted for Part-Time Adult Vocational Teachers' Inservice Training

Three-fourths (76 percent) of the responses indicated no funds were budgeted for part-time, adult vocational instructor inservice activities. Eight percent had a budget of 100 or more dollars per person (see Table 15).

TABLE 15. What Amount Do You Budget Per Part-Time, Adult Vocational Instructor for Inservice Activities?

Annually Per Instructors	Number of Respondents	Percent of Respondents
None	19	76.0
1 - 25	2	8.0
26 - 50	2	8.0
51 - 99	0	-0-
100 or More	2	8.0
Total	25	100.0

Summary of Part-Time Adult Vocational Teacher Turnover in Colorado Postsecondary Institutions

The administrators were also asked to indicate the percentage of their instructors that turned over every year to determine how many new instructors would need to be trained each year. About 27 percent indicated from 1 to 10 percent turnover, 18 percent from 11 to 20 percent. Fifty-four percent indicated that more than 20 percent of their instructors turned over each year (see Table 16).

TABLE 16. What Is the Percentage Turnover Rate for the Part-Time, Adult Vocational Instructors in Your School?

Percentages	Number of Respondents	Percent of Respondents
1 - 10	7	26.9
11 - 20	5	17.2
21 - 30	4	15.4
31 - 40	3	11.5
41 - 50	6	23.1
51 or More	1	3.4
Total	26	100.0

Local Administrators' Responses to What Agencies Could Best Determine Inservice Planning and Evaluation for Part-Time Adult Vocational Teachers

Another concern of the study was the implementation of inservice activities. Tables 17, 18, and 19 related to this concern. Administrators were in a majority that the local unit could best determine the content of an inservice program. They also felt the local unit could best determine the areas of participation in the presentation of an inservice program. Teacher education institutions along with the local unit should provide the instruction.

TABLE 17. Who or What Agencies Could Best Determine the Content of an Inservice Program for Your Part-Time, Adult Vocational Instructors (Check All That Apply)?

	Number of Respondents	Percent of Respondents
Local Unit	26	87.7
SBCCOE	8	27.6
Teacher Education Institution	13	44.8
Other	4	13.8
Total	51*	**

*N = 29
**Total percent will not equal 100 because of multiple responses.

TABLE 18. Who or What Agencies Could Best Determine the Areas of Participation in the Presentation of an Inservice Program for Your Part-Time, Adult Vocational Instructors (Check All That Apply)?

	Number of Respondents	Percent of Respondents
Local Unit	25	86.2
SBCCOE	4	13.8
Teacher Education Institution	12	41.4
Other	0	-0-
Total	41*	**

*N = 29
**Total percent will not equal 100 because of multiple responses.

TABLE 19. Who Should Provide the Instruction?

	Number of Respondents	Percent of Respondents
Local Unit	13	44.8
SBCCOE	5	17.2
Teacher Education Institution	18	62.1
Special Interest Program for Part-Time Instructors (Similar to VE 270)	17	58.6
Other	2	6.9
Total	55*	**

*N = 29
**Total percent will not equal 100 because of multiple responses.

SECTION V

FINDINGS

The summary of findings will be discussed in relation to the objectives stated for the study. Each objective will be stated and the findings relative to that objective will be summarized.

Provide Descriptive Information About the Part-Time, Adult Postsecondary Instructors in Colorado

1. The majority of the instructors (66.4 percent) worked at jobs other than teaching 40 hours or more per week.
2. The majority taught two or less days per week--90 percent teach evenings and 50 percent five or less hours per week.
3. Over 88 percent indicated they have a vocational teaching credential.
4. Seventy-four percent have had three years or less teaching experience.
5. Two-thirds of the instructors had not participated in teacher education activities since September 1, 1977.
6. Only 27 percent had instruction in the philosophy and/or history of vocational education.
7. Twenty-three percent had instruction on individualizing instruction.
8. Instructors who work 40 hours or more at another job other than teaching do not have the teacher education instruction background in terms of basic pedagogical techniques as those instructors who work less than 40 hours per week at a job other than teaching.
9. Instructors who work less than 40 hours per week in a job other than teaching participated in inservice activities more recently than those instructors who work 40 hours or more per week at a job other than teaching.
10. The percentage of instructors who have a college degree is significantly different when examined by service area.
11. Those instructors who have indicated a willingness to participate in inservice activities have a background of greater participation in previous inservice activities than those instructors who gave a "no" response to a willingness to participation.
12. Recent participation of inservice activities is greater among instructors who have a local inservice program.

Assess What Is Unique About Part-Time, Adult Postsecondary Instructors Regarding Professional Education Needs

1. Sixty-five percent indicated they would participate in an inservice activity.
2. Twenty-three percent indicated that their needs to learn teaching skills were not being met currently.
3. Only 19 percent were meeting their needs by attendance at a State University/College.
4. The majority of instructors (/1.6 percent) indicated "personal growth" as a reason for participation in inservice activities.
5. Less than 20 percent indicated financial consideration as a reason for inservice participation.
6. Those who were willing to participate indicated that several hours per day, one day a week for a couple of weeks is the appropriate time frame for an inservice activity.
7. More than half of the instructors indicated a willingness to travel more than 40 miles round trip.
8. Evenings and the Fall were the preferred time for participation in inservice activities.
9. When the instructors were asked their interest in receiving instruction, the topics or themes that were given the highest rating were "updating development in the teacher's teaching specialty" and "suggestions on creating student interest."
10. When asked to determine the type of format with which they would like to be taught, the instructors preferred "seminar discussions" and "group classroom activities."

The next items refer to the administrators' responses.

11. Administrators (65.5 percent) indicated "personal growth" as the reason for teachers' participation in inservice activities.
12. Over 40 percent of the administrators indicated that financial consideration was a reason for teacher participation in inservice activities.
13. Forty-eight percent of the administrators felt that the teachers' needs for learning teaching skills were not being met currently.
14. Administrators' "assistance with adult teaching methods" was the first choice of topic of instruction for an inservice activity.
15. "Seminar discussion" was the method of preference to be utilized in the performance of inservice activities.
16. The instructors who worked 40 or more hours per week at another job other than teaching prefer inservice activities to be in the evenings and one to two hours in length.
17. The instructors who work less than 40 hours per week at another job other than teaching prefer inservice activities to be during the week day and three to four hours in length.

Identify the Problems Part-Time, Adult Postsecondary Instructors Have Meeting Their Professional Education Needs

1. Forty-one percent of the instructors indicated that there was no local inservice available for their participation.
2. Administrators indicated that "another job commitment" and "distance to travel" were factors that might interfere with teachers' participation in inservice activities.
3. Less than 14 percent of the administrators indicated that they had no inservice program available for part-time, postsecondary instructors.
4. Administrators indicated their present inservice programs as being less than "good."
5. The majority of administrators indicated they have no budget for inservice activities.
6. Administrators were not in agreement as to the source of funds to provide inservice activities.
7. Administrators (56 percent) indicated a turnover rate of personnel of 20 percent or greater per year.
8. Administrators indicated that the local unit could best determine the content, areas of participation, but an outside educational agency be responsible for the presentation of the instruction.

Conclusions

The following conclusions were drawn from the findings reported in this study:

1. The majority of part-time, postsecondary instructors were not participating in inservice activities
2. The majority of part-time, postsecondary instructors were willing to participate in inservice activities
3. Some local units did not have viable inservice programs for their part-time, postsecondary instructors
4. The "when and where" were of importance to part-time, postsecondary instructors in their decision to participate in inservice activities
5. "Personal growth" was the primary reason for participation in inservice activities
6. The importance of financial assistance for part-time, postsecondary teachers' participation in inservice activities was over-emphasized by administrators
7. Source of funds to conduct inservice activities must be resolved
8. Seminars, media, and classroom instruction were the preferred methods in the delivery of inservice activities

9. Local administrators preferred the assistance of teacher education institutions over other outside agencies or groups in the development and performance of inservice activities
10. The ten modules recommended for inclusion in the instructional packages for part-time instructors were:
    a. Motivation (Student)
    b. Class Management
    c. Safety-Liability
    d. Testing-Test Construction
    e. Individualizing Instruction
    f. Improving Teaching Skills (for Adults)
    g. Effective Media Utilization
    h. Adult Teaching Psychology
    i. Lesson Planning
    j. Teaching Students With Special Needs.

Recommendations

After reviewing the findings and conclusions of this study, the following recommendations were made:

1. Workshops for professional development should be conducted in the school community of the instructors involved or a close proximity to the community by local educators or teacher education personnel
2. Vocational instructors, local administrators, teacher educators, and appropriate state personnel should continually work to develop a valid program on professional development for new, as well as established part-time, postsecondary vocational instructors
3. Vocational teacher educators should continue to participate in the planning and implementation of part-time, postsecondary staff development programs
4. An adequate means for evaluating existing inservice staff development programs should be developed through a cooperative effort of local adult education personnel, teacher educators, and the SBCCOE
5. Credits or degrees for participation, if appropriate, should be locally and cooperatively determined by the local district and the colleges or universities offering the instruction
6. The freedom to plan programs locally should center on needs and not be inhibited by the program funding mechanism
7. The SBCCOE should provide funding to develop the ten modules identified by part-time instructors.

Provide an Effective Model for Implementing Inservice Training for Part-Time, Adult Postsecondary Instructors

The materials have been developed around a generic model for inservice education, and they should promote relevance and affect change in the retraining of part-time, postsecondary teachers. The main purpose in this section of the study was to describe in detail the generic model which has been developed. It is to be used primarily by those groups or individuals who require additional understanding of the conceptual base for the planning process.

It cannot be overemphasized that the materials presented do not propose a plan for inservice education, but rather a planning process which should lead to an inservice plan which is site specific and based on local strengths and needs.

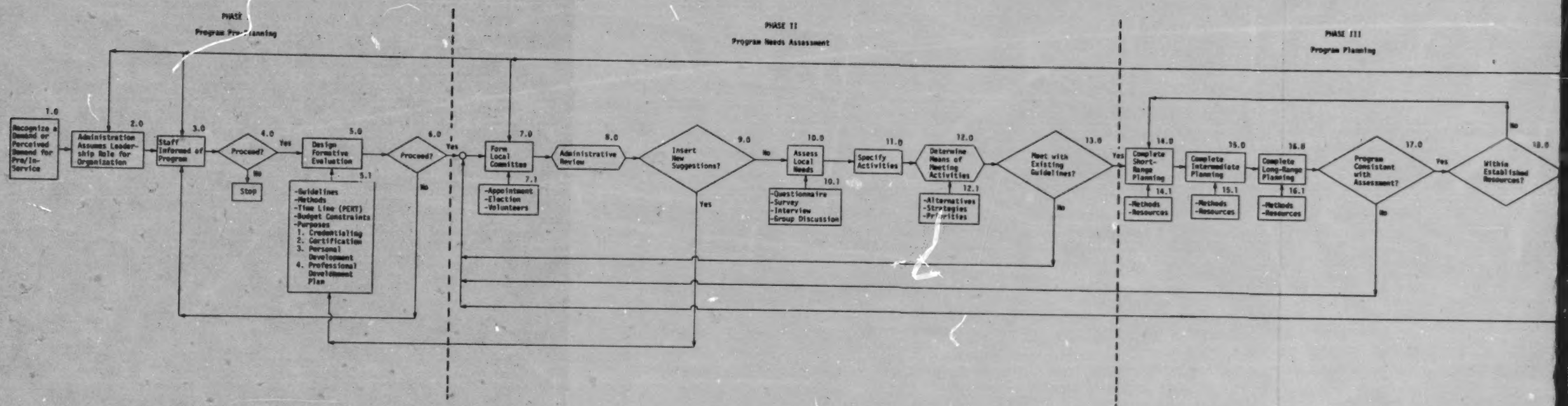
A philosophy or set of principles provide the foundation to establish an effective inservice program. The review of literature supports the concepts presented.

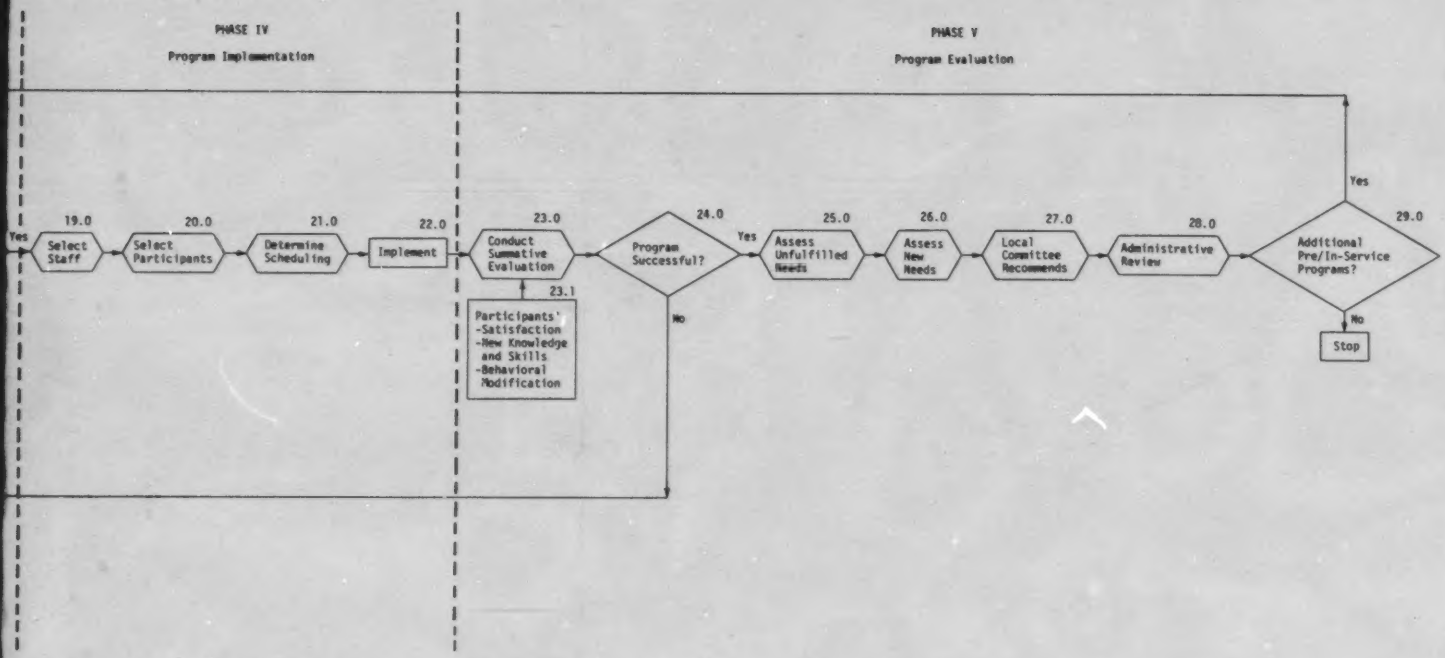
1. Instructors as well as the organizations in which they serve are more likely to benefit from the inservice program in which they can choose goals and activities as contrasted with programs in which the goals and activities are predetermined.
2. Both teacher educators and state department staffs must be meaningfully involved in the design, development, conduct, and evaluation at all levels of endeavor.
3. Part-time, postsecondary instructors are more likely to prefer local-based programs than those taking place on university/college campuses.
4. Inservice activities should be for specific audiences rather than programs that have common activities required for all participants.
5. Instructors' goals/needs and the organizational goals/needs should be congruent.
6. The objectives of an inservice activity should be specific and attainable.
7. All people (part-time instructors, supervisors, administrators, teacher educators, and state department staff) who provide direct or indirect input into the inservice program must be recipients of and benefit from the inservice program.

The concepts can be used as the basis for the evaluation process of an inservice program.

The modified flowchart, as it was validated by the committee of experts, depicts the planning process for developing inservice education for postsecondary part-time instructors in Colorado.

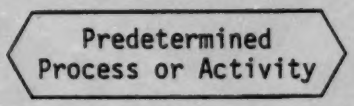
A GENERIC MODEL FOR PRE/IN-SERVICE FOR POST-SECONDARY PART-TIME INSTRUCTORS



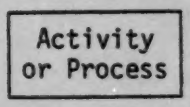

PHASE IV
Program Implementation
PHASE V
Program Evaluation
Yes
19.0
Select Staff
20.0
Select Participants
21.0
Determine Scheduling
22.0
Implement
23.0
Conduct Summative Evaluation
23.1
Participants' -Satisfaction -New Knowledge and Skills -Behavioral Modification
24.0
Program Successful?
Yes
No
25.0
Assess Unfulfilled Needs
26.0
Assess New Needs
27.0
Local Committee Recommends
28.0
Administrative Review
29.0
Additional Pre/In-Service Programs?
Yes
No
Stop

A GENERIC MODEL FOR PRE/IN-SERVICE
FOR POST-SECONDARY PART-TIME INSTRUCTORS

Legend of Symbols



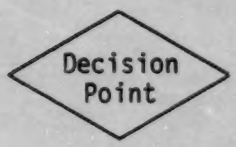
This cell is really a subsystem that already has its own rules, regulations, and processes.



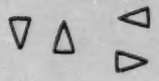
This cell describes what is happening or gives information.

Function Point ○

Only for esthetic use in the making of the flow chart.



This cell demands either yes or no type answers.



Direction of the flow from one cell to another.

1.0, 2.0, 2.1, etc.

Identification of each cell so that it can be described in the documentation.

Assumptions

1. To be successful, pre/in-service must be a cooperative venture between administration and staff.
2. Pre/in-service should be a continuous process which occurs throughout the working life of every professional.
3. The administration needs to feel that they have control so that they can lend their support both psychologically and in terms of resources.
4. Thorough planning at all stages of pre/in-service is essential to success.
5. Responsibility for planning needs to be centralized.
6. Authority for carrying out the planning, after concurrence by administration, needs to be delegated to the group in charge of the planning.

7. Careful formative and summative evaluations need to be carried out in order to assure quality.
8. Excessive delays between conception and implementation of pre/in-service plans decrease interest.
9. Pre/in-service is a viable concept for improving the quality and quantity of all professional teachers whether they are considered full or part time by the institution which employs them.

Terms

Cells -- Each symbol on the flow chart; see Legend of Symbols.

Feedback Loop -- The line or flow in a system which goes from right to left and is designed to provide the user of the system with a tool to correct or modify a problem which is holding back the normal left to right movement of the flow.

Flow Chart -- A systematic, linear (line) portrayal of the steps or processes (activities) that are needed to accomplish a particular predetermined goal.

Formative Evaluation -- To evaluation the planning on how the flow chart will work. Do the processes have all the necessary information to move forward smoothly? Do decision points occur early and at frequent intervals?

In-Service -- Training or upgrading that is accomplished while the person is in employ of the institution and is sponsored or provided by that institution. Its purpose is to improve instruction by changing performance.

Intermediate Planning -- That which can be implemented within a school year plus one summer up to two years and two summers.

Leadership -- The process commonly associated with getting things done through other people.

Long-Range Planning -- That which can be implemented beyond the period of two school years and two summers.

Part-Time Instructors -- Any instructor who is not considered as full-time by the local institution are therefore not entitled to all of the benefits given to full-time instructors. (Benefits usually include health insurance, retirement, sick leave, annual salary increase, or reviews.)

PERT -- Program Evaluation Review Technique, a chart which portrays the time needed to accomplish the implementation of each cell or process in a flow chart. It may have more or fewer steps than the flow chart it portrays.

Post-Secondary -- Generally defined as instruction for anyone beyond the age of compulsory school attendance.

Pre-Service -- Same as in-service except that it occurs before the person is actually in the teaching position. Orientation may be included as a pre-service activity or it may be included as an in-service activity depending on the philosophy of the local institution.

Resources -- All of those items which can be thought of as a source. This might include, but not be limited to, such items as: finances, budgets, facilities, time, space, personnel, special equipment, refreshments, supplies, consultants, university staff, outside funding, materials, etc.

Short-Range Planning -- That which can be implemented within the academic or school year.

Summative Evaluation -- An evaluation to see if the system accomplished what it said it would. It differs from the formative in that it looks at what was accomplished rather than how the process will work.

Documentation

1.0 The demand or perceived demand for pre/in-service can be initiated by full-time staff, part-time staff, supervisors, administration, advisory boards, or students. It merely means that at a given point in time, the topic of pre/in-service comes up in some way other than in passing conversation.

2.0 The administration, upon learning of the interest or demand for pre/in-service, needs to assume a role of leadership in order that this model can be initiated. The administration may, of course, initiate the demand for pre/in-service themselves or they may think of it as an on-going, annual activity. The leadership and the pre/in-service should be consistent with the philosophy and policies of the governing board of the institution.

3.0 The staff needs to be told that pre/in-service is available and some assessment of interest in such a program needs to be accomplished. It may be formal or informal interest on the part of the staff and/or administrators that convinces administration to decide to proceed. This information program may take any form the administration and staff deem acceptable. Items such as open faculty meetings, advisory committee meetings, questionnaires, polls, departmental meetings, memos, interviews, or informal discussions may be among these forms utilized in obtaining some ideas of the needs and desires of the staff and administration for pre/in-service training and/or planning.

4.0 The decision is made to proceed or stop.

5.0 Formative evaluation looks at all of the information necessary to enable the system to work. Formative is a pre-planning function that enables everyone to look at the process or system that will be used. All of the up-coming activities or cells in the flow chart model are explained so that the system to be initiated is completely understood and leaves no apparent gaps or has any apparent shortcomings.

5.1 Guidelines -- What guidelines need to be established or are already established that the planners and staff would need to know? All of the terms to be used need to be defined and agreed to in writing so that good communications ensue. An agreed to method of formulating the decision-making process for each step in the model must be established.

Methods -- Methods to be used in following the model, in conducting the pre/in-service program in establishing the PERT, and in forming committees should all be discussed and clearly understood by the administration and anyone else that they choose to include at this point. The local advisory committee and/or any pertinent craft committee may be included at this point of the model. This should also include methods of conducting the summative evaluation.

Time Line (PERT) -- Discussion must be conducted to establish a reasonable period of time in which the generic model will be implemented.

Budget Constraints -- The administration must clearly delineate what monies and resources they are willing to commit. If there are no commitments of either, there is no reason to proceed. Time, salary, facilities, etc., must be considered. See "Resources" under Terms.

Purposes -- This part of the evaluation looks at what constructively can be accomplished with the resources committed, compared to the initial interest shown. Questions to be considered include whether the pre/in-service is for credentialing of the part-time staff, for certification, for personal development of the staff (e.g., technical upgrading in the field), for professional development such as advanced degrees, for meeting State Department or SBCCOE requirements or any governing board requirements, and for meeting the needs of specific individuals.

6.0 A decision by administration to proceed to activity cell 7.0 or to return to the staff activity cell 3.0 (the right to left flow line is an example of a feedback loop) in order to gather further information.

7.0 The local committee should be formed. The method used should have been discussed in activity cell 5.1.

7.1 The methods available or combinations of methods include a representative or non-representative committee selected by one or more of the following methods: (1) appointment by administration or faculty government, (2) election by full-time or part-time staff or both, or (3) volunteers from full- or part-time staffs or both. All of the three methods can be combined or modified by local preference and may or may not include administration, supervisors, staff, outside agencies, consultants, university or college staff, members of the governing board, advisory committee members, or anyone else who is appropriate. .

8.0 Following the formation of the committee, the administration should review and make suggestions necessary. (This should have been clearly spelled out in activity cell 5.1 and not need modification.) In any case, the administration should formalize the selection of the specific committee members to show support, commitment, and control.

9.0 Following the administrative review, any new or modified suggestion should feedback through activity cell 5.1 in order that the new or modified suggestion from the administration receives the same treatment as all the other suggestions. This insures that all recommendations are dealt with adequately by the local committee.

10.0 The assessment of local needs now should be conducted by the committee to identify the specific needs of the part-time staff.

10.1 The committee should utilize whatever will best determine their specific needs. Options include the following or combinations thereof: (1) a written or oral questionnaire, (2) a written or oral survey, (3) interviews, or (4) group discussion. Whatever methods or combination is decided upon should also include the makeup of those assessed. It may include part-time staff, full-time staff, supervisors, consultants, outside agencies, administrators, students, parents, advisory boards, or any other public which the committee decides is applicable to the local situation. The pre/in-service need statements themselves should be carefully worded to bring about specific statements.

11.0 Following the assessment, the committee should identify the specific activities, based on the assessment, that they will consider. They should be written in clear sentences, one activity to a sentence, in order to clarify language and enable the committee to deal with each activity separately. They must be based on the assessment of needs and not conjecture.

12.0 The committee should consider the best way to meet each of the activities. This is a predetermined process which should involve the subsystem described in activity cell 12.1.

12.1 The committee should take each activity and examine the alternative available to satisfy the need. They should examine the strategies that will go along with each of the alternatives, and finally, they should carefully and thoughtfully assign each activity, alternative, and strategy into a single prioritized list. This ordering of possibilities should be a reflection of the most important need being met with the best alternative available using the most efficient and effective strategy considering the local assessment study and the resources available established by the criteria in activity cells 5.1 and 10.1.

13.0 Does the list compiled in activity cell 12.1 meet with the established activities in activity cell 5.1? Answer should be yes to continue or if no, it should feedback to activity cell 7.0 and progress through the model to eliminate contradictions or impediments.

14.0 The committee needs to look at their prioritized list and determine their short-range planning.

14.1 As the committee goes through their priorities, they need to match the activity with the best method to use that is consistent with the resources available to them (activity cell 5.1). They now can enter into the decision-making process established in activity cell 5.1 and determine what they have to accomplish within the span of the planning range. Evaluation should be part of this process.

15.0 The committee needs to determine what is left on the list of activities that should be accomplished in the intermediate range of planning.

15.1 See documentation for activity cell 14.1.

16.0 The committee needs to determine what is left on the list that should be accomplished in the long-range period of planning.

16.1 See documentation for activity cell 14.1

17.0 Are the decisions made in activity cells 14.1, 15.1, and 16.1 consistent with the assessment made in activity cell 10.0? If yes, proceed; if no, return to activity cell 7.0 to see what happened that resulted in contradicting decisions.

18.0 Are the decisions consistent with established (committed) resources? (See activity cell 5.1.) While planning may be consistent with the assessment study, it may be much too ambitious for the resources committed. That is the reason for a separate decision at this point. Feedback loop returns to planning sequence (activity cells 14.0, 15.0, and 16.0) to replan in order to remain within committed resource parameters.

19.0 The committee now decides on the instructional staff (with administrative review) that will be utilized to implement decisions made in activity cells 14.0, 15.0, and 16.0. The instructional staff may be either from within the organization (supervisors, experienced teachers, administrators, and other resource people) or it may be external (state staff, consultants, university or college personnel, teachers from other schools, experts from business or industry). Budgetary constraints were defined in activity cell 5.1 and should be carefully followed.

20.0 Now the committee needs to use an appropriate method to select their part-time instructors who will participate in the pre/in-service program. This should have been spelled out in activity cells 5.1, 10.1, 12.1, 14.1, 15.1, and 16.1. The selection should be carefully planned and implemented if the interest of the participants is to be high and the results of the program worthwhile. It is best to have the selection process defined early in the model and written to eliminate bad or hurt feelings and to assure maximum results from those who are chosen. The administration should be involved through a review of the process and selection.

21.0 With the staff selected (activity cell 19.0) and the participants selected (activity cell 20.0), the committee now has all the data it needs to schedule the program for maximum benefits for individual or grouped participants. The administration must be involved in this activity to insure their continued support, approval, and control.

22.0 The program is now implemented as planned and scheduled.

23.0 The summative evaluation can be conducted following the conclusion of the program or as part of the implementation itself (see activity cells 5.1, 14.1, 15.1, and 16.1).

23.1 The evaluation should include an assessment of the participants' and instructional staff's satisfaction with the program. It should also assess what new knowledge or information has been gained through participation in the program. It should include an assessment of any planned behavioral modification. It should also include, if pertinent, an assessment of the individual's reasons for participation as defined in activity cell 5.1.

It is important to take note of the fact that this evaluation process is predetermined because the activity of summative evaluation needs to be a part of all the planning itself in order that it is an integral part of the entire model and not something tacked onto the end.

24.0 Was the program successful in terms of the criteria established in the summative evaluation? Yes or no. It is important that the local committee ascertain, as soon as possible, the problems or causes of an unsuccessful program.

25.0 A new needs assessment should be made in order to determine what was unfulfilled in the participant's or presenter's viewpoint. This needs to be done while the program is still fresh in everyone's mind.

26.0 An assessment of new needs that have arisen as a result of time passing or the learning involved in the program needs to be conducted as soon as possible. This study and the one in activity cell 25.0 can be conducted simultaneously by the committee if they had the time in their planning process to prepare such a combined study.

27.0 On the basis of their assessments (activity cells 23.1, 25.0, and 26.0), the committee should draw up a set of written recommendations to be submitted to the administration for review. Their recommendations would do well to follow the process the committee established in activity cells 14.1, 15.1, and 16.1.

28.0 The administration reviews the recommendations of the committee and decides whether or not to continue with the planning and recommendations of the committee.

29.0 If the decision is yes, the model is continuous, self-renewing, and cycles back to activity cell 2.0. If not, the entire model comes to a halt until a demand is made or perceived again, in which case the model begins anew at activity cell 1.0.

Summary

A good plan is arrived through thoughtful cooperation and negotiations. It is suggested that the planning processes described in this study, to be used for implementation, might clarify and assist in developing a comprehensive inservice program. Although the 12 phases are generally applicable to inservice programs, their individual importance might also need to be determined.

In time, when there is a greater body of research and/or authoritative opinion on inservice education, a more comprehensive and generalizable scheme for inservice education might be developed.

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LIST OF APPENDICES

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Appendix D	Final Draft of Administrators' Questionnaire
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Appendix F	Follow-Up Cover Letter
Appendix G	List of Panel of Experts for Validation of Flowchart and Cover Letter
Appendix H	Blank Survey for Panel of Experts
Appendix I	Cost Model

APPENDICES

APPENDIX A

Listing of Advisory Committee and Project Staff

ADVISORY COMMITTEE

Richard H. Edsall
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APPENDIX B

Cover Letter to Advisory Committee
and First Drafts of Questionnaires

March 30, 1979

Dear Advisory Committee Member:

The enclosed questionnaires are a composite of many concepts presented at the Larimer County Vocational-Technical Center meeting regarding in-service programs for post-secondary, part-time vocational instructors.

The instruments should be evaluated for clarity, readability, and appropriateness. Please include any specific comments or suggestions for improvement of the questionnaires.

We would like to thank you for your assistance in the study, and look forward to hearing from you.

Sincerely,

Ivan E. Valentine
Dr. Ivan E. Valentine
Project Co-Director

Robert Burger/cim
Robert A. Burger
Researcher

cim

Enclosures: Administrators' Questionnaire
Instructors' Questionnaire
Return Envelope

IN-SERVICE FOR POST-SECONDARY PART-TIME INSTRUCTORS

INSTRUCTORS' QUESTIONNAIRE

This form is divided into two sections. The first is designed to gather basic descriptive information about the post-secondary part-time vocational instructors in Colorado. The second is designed to gather information on the methods you would like to see used when in-service (teacher education activities) is provided.

SECTION I -- BACKGROUND - DESCRIPTIVE SECTION

1. How many hours per week do you spend working at a job other than teaching (check ONLY one)?

   - ☐ 10 Hours or Less
   - ☐ More Than 10 Hours But Less Than 20 Hours
   - ☐ More Than 20 Hours But Less Than 40 Hours
   - ☐ 40 Hours or More
   - ☐ Retire From Work Force

2. Please classify your teaching specialty in one of the categories below (check ONLY one).

   - ☐ Agriculture
   - ☐ Distributive
   - ☐ Health Occupations
   - ☐ Home Economics
   - ☐ Business and Office
   - ☐ Technical
   - ☐ Trade and Industrial
   - ☐ Other (please specify)

   _____

3. When do you normally teach (as a part-time instructor)?

   - ☐ Morning
   - ☐ Afternoon
   - ☐ Evening

4. Please fill in the following information about the time you teach as a part-time vocational instructor.

   I teach _____ day(s) per week.

   I teach _____ hours per week.

   I teach _____ hours per quarter or

   _____ hours per semester.

5. Indicate the type of teaching certificate and/or credential you have (check all that apply).

   - ☐ Type "A" Certificate
   - ☐ Type "B" Certificate
   - ☐ Type "C" Certificate
   - ☐ Vocational Credential (Full Time)
   - ☐ Vocational Credential (Part Time)
   - ☐ Don't Know or Not Sure
   - ☐ None

6. How many years have you worked as a part-time vocational instructor (check ONLY one)?

   - ☐ One or Less
   - ☐ Two Through Three
   - ☐ Four Through Five
   - ☐ Six or More

7. Which of the following indicates your educational background (check all that apply)?

   - ☐ Completed High School or Equivalent
   - ☐ Received On-The-Job Training
   - ☐ Attended or Completed a Post-Secondary Vocational School
   - ☐ Attended College But Did Not Earn a Degree
   - ☐ Earned One or More College Degrees

8. How many college clock hours of teacher education instruction have you received (indicate the number of hours you have had in each category)?

Number		Credit NON	SEM	QTR
_____	Hours in teacher education institutions	☐	☐	☐
_____	Hours in your school-local in-service	☐	☐	☐
_____	Hours in industry	☐	☐	☐
_____	Hours in the military services	☐	☐	☐
_____	Other (please specify)	☐	☐	☐

   _____

   _____

   ☐ Have Participated in No Teacher Education Instruction

9. Which of the following most closely describes the teacher education instruction you have had (check all that apply)?

   - ☐ Philosophy - History of Vocational Education
   - ☐ Course Construction
   - ☐ Test Construction
   - ☐ Development of Instructional Media
   - ☐ Teaching Methods
   - ☐ Individualizing Instruction
   - ☐ Working With Special Needs Students
   - ☐ Human Relations
   - ☐ Other (please specify)

   _____

   _____

10. How many clock hours of teacher education instruction have you received after September 1, 1977?

    _____ Hours

SECTION II -- IN-SERVICE PREFERENCES

Please assume that you would receive no reimbursement for your expenses incurred for participating in the in-service activities.

1. Would you be interested in participating in programs to help part-time post-secondary vocational instructors develop teaching skills (check ONLY one)?

   ☐ Yes, I would participate in more than one activity per year.
   ☐ Yes, I would participate in one activity per year.
   ☐ Yes, I would participate in one activity only.
   ☐ No, I would not be interested in participating in any activity.

2. How are most of your needs to learn teaching skills currently being met (check all that apply)?

   ☐ Not Aware of Any Needs
   ☐ Needs Not Being Met Currently
   ☐ Local School Staff at the School in Which I Teach
   ☐ Teacher Educators From a State University/ College
   ☐ Self-Study Program
   ☐ Other (please specify)

   _____

3. How would you rate the present local in-service training program in relation to satisfying your teaching needs (check ONLY one)?

   ☐ Poor
   ☐ Fair
   ☐ Good
   ☐ Excellent
   ☐ None Available

4. If you participated in an in-service activity (teacher education), what do you expect to receive for this instruction (check all that apply)?

   ☐ Personal Growth
   ☐ Clock-Hour Credit Toward Credential
   ☐ College Credit
   ☐ Incentive Pay Raise
   ☐ Stipend
   ☐ Wages
   ☐ Other (please specify)

   _____

5. If you were to participate in a particular in-service activity, how much time would you be able to spend on this activity (please supply number in all the blank spaces provided)?

   _____ Week(s) of Instruction Per Activity

   _____ Day(s) of Instruction Per Week

   _____ Hour(s) of Instruction Per Day

6. I would be willing to travel _____ miles (round trip) to participate in an in-service activity.

7. Indicate when you would prefer to participate in an in-service education activity (check ONLY one).

   ☐ Weekend
   ☐ During a Regular Work Day (i.e., 8 a.m.-4 p.m.)
   ☐ Late Afternoon
   ☐ Evening

8. Indicate the time of the year you would prefer to participate in an in-service (teacher education) activity (check ONLY one).

   ☐ Fall
   ☐ Winter
   ☐ Spring
   ☐ Summer

9. Please indicate your interest in utilizing the following instructional aids which might be made available to you -- GI - Great Interest, MI - Moderate Interest, and LI - Little Interest (check all responses that apply).

   Assistance in planning courses.
   ☐ GI ☐ MI ☐ LI

   Assistance with adult teaching methods.
   ☐ GI ☐ MI ☐ LI

   Assistance with lesson or module planning.
   ☐ GI ☐ MI ☐ LI

   Information on HOW people learn.
   ☐ GI ☐ MI ☐ LI

   Information on testing methods.
   ☐ GI ☐ MI ☐ LI

   Information on grading methods.
   ☐ GI ☐ MI ☐ LI

   Suggestions on creating student interest.
   ☐ GI ☐ MI ☐ LI

   Updating developments in your teaching specialty.
   ☐ GI ☐ MI ☐ LI

   Other assistance (please specify).

   _____
   _____
   _____

10. If you were to participate in a teacher in-service activity, how would you most like to learn (check all that apply)?

    ☐ Group Classroom Activities
    ☐ Seminar Discussions
    ☐ TV Lectures Plus Reading and Homework
    ☐ Self-Study Materials Such as Tape Cassettes, Materials, Etc.
    ☐ Handbooks
    ☐ Correspondence
    ☐ Other (please specify)

    _____

IN-SERVICE FOR POST-SECONDARY PART-TIME INSTRUCTORS

ADMINISTRATORS' QUESTIONNAIRE

This form is designed to gather (1) information about the part-time adult vocational instructors that you manage, (2) information about the content you believe important enough to be included in in-service activities for these instructors, and (3) information on methods you would like to see used when these activities are provided.

1. How many different part-time vocational teachers do you employ in your post-secondary programs during a typical year (indicate the number)?

   _____ Number of Teachers

2. Please indicate the type(s) of factors which you feel might encourage teachers' participation in in-service activities (check all that apply).

   - ☐ Personal Growth
   - ☐ Clock-Hour Credit Toward Credential
   - ☐ College Credit
   - ☐ Incentive Pay Raise
   - ☐ Stipend
   - ☐ Wages
   - ☐ Other (please specify)

   _____

3. Indicate the type(s) of factors which you feel might interfere with your teachers' participation in in-service activities (check all that apply).

   - ☐ Another Job Commitment
   - ☐ Personal Motivation
   - ☐ Distance to Travel
   - ☐ Experience as a Teacher
   - ☐ Inexperience as a Teacher
   - ☐ Salary Renumeration
   - ☐ Other (please specify)

   _____

4. How are most of the needs to learn teaching skills currently being met by your group of part-time adult vocational instructors (check all that apply).

   - ☐ Not Aware of Any Needs
   - ☐ Needs Not Being Met Currently
   - ☐ Local School Staff at the School in Which They Teach
   - ☐ Teacher Education From a State University/ College
   - ☐ Self-Study Program
   - ☐ Other (please specify)

   _____

5. How would you rate the present local in-service training program in relation to satisfying your part-time adult vocational instructors' teaching methods (check ONLY one)?

   - ☐ Poor
   - ☐ Fair
   - ☐ Good
   - ☐ Excellent
   - ☐ None Available

6. What amount do you budget per part-time adult vocational instructor for in-service activities?

   $_____ Annually Per Instructor

7. Where do you think the funds for part-time adult vocational instructors' in-service activities should come from?

   Personal Funds (Instructor) _____%

   School District Funds _____%

   State Funds _____%

   Other (please specify) _____%

   _____

8. What is the percentage turnover rate for the part-time adult vocational instructors in your school?

   _____% Turnover Per Year

9. Please indicate your interest in utilizing the following instructional aids which might be made available to your part-time adult vocational instructors -- GI - Great Interest, MI - Moderate Interest, and LI - Little Interest (check all responses that apply).

   Assistance in planning courses.

   ☐ GI ☐ MI ☐ LI

   Assistance with adult teaching methods.

   ☐ GI ☐ MI ☐ LI

   Assistance with lesson or module planning.

   ☐ GI ☐ MI ☐ LI

   Information on HOW people learn.

   ☐ GI ☐ MI ☐ LI

   Information on testing methods.

   ☐ GI ☐ MI ☐ LI

   Information on grading methods.

   ☐ GI ☐ MI ☐ LI

   Suggestions on creating student interest.

   ☐ GI ☐ MI ☐ LI

   Updating developments in teaching specialty.

   ☐ GI ☐ MI ☐ LI

   Other assistance (please specify).

   _____

   _____

   _____

10. If your part-time adult vocational instructors were to participate in a teacher in-service activity, how do you feel they would most like to learn (check all that apply)?

- [ ] Group Classroom Activities
- [ ] Seminar Discussions
- [ ] TV Lectures Plus Reading and Homework
- [ ] Self-Study Materials Such as Tape Cassettes, Materials, Etc.
- [ ] Handbooks
- [ ] Correspondence
- [ ] Other (please specify)

_____

11. Who or what agencies could best determine the content and the participation in an in-service program for your part-time adult vocational instructors (check all that apply)?

- [ ] Local Unit
- [ ] SBCCOE Staff
- [ ] Teacher Education Institution
- [ ] Other (please specify)

_____

_____

12. If there were to be more than one agency involved, how should they share the responsibility for in-service education?

_____

_____

_____

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_____

APPENDIX C

Final Draft of Instructors' Questionnaire

IN-SERVICE FOR POST-SECONDARY PART-TIME INSTRUCTORS

INSTRUCTORS' QUESTIONNAIRE

☐☐☐☐☐ *(for data processing purposes only)*

This form is divided into two sections. The first is designed to gather basic descriptive information about the post-secondary part-time vocational instructors in Colorado. The second is designed to gather information on the methods you would like to see used when in-service (teacher education activities) is provided.

SECTION I -- BACKGROUND - DESCRIPTIVE SECTION

1. How many hours per week do you spend working at a job other than teaching (check ONLY one)?

   ☐ 10 Hours or Less
   ☐ More Than 10 Hours But Less Than 20 Hours
   ☐ More Than 20 Hours But Less Than 40 Hours
   ☐ 40 Hours or More
   ☐ Retired From Work Force

2. Please classify your teaching specialty in one of the categories below (check ONLY one).

   ☐ Agriculture
   ☐ Distributive
   ☐ Health Occupations
   ☐ Home Economics
   ☐ Business and Office
   ☐ Technical
   ☐ Trade and Industrial
   ☐ Other (please specify)

   _____

3. When do you normally teach (as a part-time instructor)?

   ☐ Morning
   ☐ Afternoon
   ☐ Evening

4. Please fill in the following information about the time you teach as a part-time vocational instructor.

   I teach _____ day(s) per week.

   I teach _____ hours per week.

   I teach _____ hours per quarter or

   _____ hours per semester.

5. Indicate the type of teaching certificate and/or credential you have (check all that apply).

   ☐ Type "A" Certificate
   ☐ Type "B" Certificate
   ☐ Type "C" Certificate
   ☐ Vocational Credential (Full Time)
   ☐ Vocational Credential (Part Time)
   ☐ Don't Know or Not Sure
   ☐ None

6. How many years have you worked as a part-time vocational instructor (check ONLY one)?

   ☐ One or Less
   ☐ Two Through Three
   ☐ Four Through Five
   ☐ Six or More

7. Which of the following indicates your educational background (check all that apply)?

   ☐ Completed High School or Equivalent
   ☐ Received On-The-Job Training
   ☐ Attended or Completed a Post-Secondary Vocational School
   ☐ Attended College But Did Not Earn a Degree
   ☐ Earned One or More College Degrees

8. How many college clock hours of teacher education instruction have you received (indicate the number of hours you have had in each category)?

Number		Credit NON	SEM	QTR
_____	Hours in teacher education institutions			
_____	Hours in your school-local in-service			
_____	Hours in industry			
_____	Hours in the military services			
_____	Other (please specify)			

   _____

   _____

   ☐ Have Not Participated in Teacher Education Instruction

9. Which of the following most closely describes the teacher education instruction you have had (check all that apply)?

   ☐ Philosophy - History of Vocational Education
   ☐ Course Construction
   ☐ Test Construction
   ☐ Development of Instructional Media
   ☐ Teaching Methods
   ☐ Individualizing Instruction
   ☐ Working With Special Needs Students
   ☐ Human Relations
   ☐ Other (please specify)

   _____

   _____

10. How many clock hours of teacher education instruction have you received after September 1, 1977?

    _____ Hours

SECTION II -- IN-SERVICE PREFERENCES

Please assume that you would receive no reimbursement for your expenses incurred for participating in the in-service activities.

1. Would you be interested in participating in adult education programs to help part-time post-secondary vocational instructors develop teaching skills (check ONLY one)?

   ☐ Yes, I would participate in more than one activity per year.
   ☐ Yes, I would participate in one activity per year.
   ☐ Yes, I would participate in one activity only.
   ☐ No, I would not be interested in participating in any activity.

2. How are most of your needs to learn teaching skills currently being met (check all that apply)?

   ☐ Not Aware of Any Needs
   ☐ Needs Not Being Met Currently
   ☐ Local School Staff at the School in Which I Teach
   ☐ Teacher Educators From a State University/ College
   ☐ Self-Study Program
   ☐ Other (please specify)

   _____

3. How would you rate the present local in-service training program in relation to satisfying your teaching needs (check ONLY one)?

   ☐ Poor
   ☐ Fair
   ☐ Good
   ☐ Excellent
   ☐ None Available

4. If you participated in an in-service activity (teacher education), what do you expect to receive for this instruction (check all that apply)?

   ☐ Personal Growth
   ☐ Clock-Hour Credit Toward Credential
   ☐ College Credit
   ☐ Incentive Pay Raise
   ☐ Stipend
   ☐ Wages
   ☐ Other (please specify)

   _____

5. If you were to participate in a particular in-service activity, how much time would you be able to spend on this activity (please supply number in all the blank spaces provided)?

   _____ Week(s) of Instruction Per Activity

   _____ Day(s) of Instruction Per Week

   _____ Hour(s) of Instruction Per Day

6. I would be willing to travel _____ miles (round trip) to participate in an in-service activity.

7. Indicate when you would prefer to participate in an in-service education activity (check ONLY one).

   ☐ Weekend
   ☐ During a Regular Work Day (i.e., 8 a.m.-4 p.m.)
   ☐ Late Afternoon
   ☐ Evening

8. Indicate the time of the year you would prefer to participate in an in-service (teacher education) activity (check ONLY one).

   ☐ Fall
   ☐ Winter
   ☐ Spring
   ☐ Summer

9. Please indicate your interest in receiving instruction about the following instructional aids which might be made available to you -- GI - Great Interest, MI - Moderate Interest, and LI - Little Interest (please rate each item).

   Assistance in planning courses.
   ☐ GI ☐ MI ☐ LI

   Assistance with adult teaching methods.
   ☐ GI ☐ MI ☐ LI

   Assistance with lesson or module planning.
   ☐ GI ☐ MI ☐ LI

   Information on HOW people learn.
   ☐ GI ☐ MI ☐ LI

   Information on testing methods.
   ☐ GI ☐ MI ☐ LI

   Information on grading methods.
   ☐ GI ☐ MI ☐ LI

   Suggestions on creating student interest.
   ☐ GI ☐ MI ☐ LI

   Updating developments in your teaching specialty.
   ☐ GI ☐ MI ☐ LI

   Other assistance (please specify).

   _____
   _____
   _____

10. If you were to participate in a teacher in-service activity, how would you most like to learn (check all that apply)?

    ☐ Group Classroom Activities
    ☐ Seminar Discussions
    ☐ TV Lectures Plus Reading and Homework
    ☐ Self-Study Materials Such as Tape Cassettes, Materials, Etc.
    ☐ Handbooks
    ☐ Correspondence
    ☐ Other (please specify)

    _____

APPENDIX D

Final Draft of Administrators' Questionnaire

IN-SERVICE FOR POST-SECONDARY PART-TIME INSTRUCTORS

ADMINISTRATORS' QUESTIONNAIRE

☐☐ *(for data processing purposes)*

This form is designed to gather (1) information about the part-time adult vocational instructors that you manage, (2) information about the content you believe important enough to be included in in-service activities for these instructors, and (3) information on methods you would like to see used when these activities are provided.

1. How many different part-time vocational teachers do you employ in your post-secondary and/or adult education programs during a typical year (indicate the number)?

   _____ Number of Teachers

2. Please indicate the type(s) of factors which you feel might encourage teachers' participation in in-service activities (check all that apply).

   ☐ Personal Growth
   ☐ Clock-Hour Credit Toward Credential
   ☐ College Credit
   ☐ Incentive Pay Raise
   ☐ Stipend
   ☐ Wages
   ☐ Other (please specify)

   _____

3. Indicate the type(s) of factors which you feel might interfere with your teachers' participation in in-service activities (check all that apply).

   ☐ Another Job Commitment
   ☐ Personal Motivation
   ☐ Distance to Travel
   ☐ Experience as a Teacher
   ☐ Inexperience as a Teacher
   ☐ Salary Renumeration
   ☐ Other (please specify)

   _____

4. How are most of the needs to learn teaching skills currently being met by your group of part-time adult vocational instructors (check all that apply)?

   ☐ Not Aware of Any Needs
   ☐ Needs Not Being Met Currently
   ☐ Local School Staff at the School in Which They Teach
   ☐ Teacher Education From a State University/ College
   ☐ Self-Study Program
   ☐ Other (please specify)

   _____

5. How would you rate the present local in-service training program in relation to satisfying the needs of part-time adult vocational instructors' teaching methods (check ONLY one)?

   ☐ Poor
   ☐ Fair
   ☐ Good
   ☐ Excellent
   ☐ None Available

6. What amount do you budget per part-time adult vocational instructor for in-service activities?

   $_____ Annually Per Instructor

7. Where do you think the funds for part-time adult vocational instructors' in-service activities should come from?

   Personal Funds (Instructor) _____%
   School District Funds _____%
   State Funds _____%
   Other (please specify) _____%

   _____

8. What is the percentage turnover rate for the part-time adult vocational instructors in your school?

   _____% Turnover Per Year

9. Please rate the value of each of the following instructional aids which might be made available to your part-time adult vocational instructors -- GV - Great Value, MV - Moderate Value, and LV - Little Value (please rate each item).

   Assistance in planning courses.
   ☐ GV ☐ MV ☐ LV

   Assistance with adult teaching methods.
   ☐ GV ☐ MV ☐ LV

   Assistance with lesson or module planning.
   ☐ GV ☐ MV ☐ LV

   Information on HOW people learn.
   ☐ GV ☐ MV ☐ LV

   Information on testing methods.
   ☐ GV ☐ MV ☐ LV

   Information on grading methods.
   ☐ GV ☐ MV ☐ LV

   Suggestions on creating student interest.
   ☐ GV ☐ MV ☐ LV

   Updating developments in teaching specialty.
   ☐ GV ☐ MV ☐ LV

   Other assistance (please specify).

   _____ _____
   _____ _____
   _____ _____

10. If your part-time adult vocational instructors were to participate in a teacher in-service activity, how do you feel they would most like to learn (check all that apply)?

- ☐ Group Classroom Activities
- ☐ Seminar Discussions
- ☐ TV Lectures Plus Reading and Homework
- ☐ Self-Study Materials Such as Tape Cassettes, Materials, Etc.
- ☐ Handbooks
- ☐ Correspondence
- ☐ Other (please specify)

_____

11. Who or what agencies could best determine the content of an in-service program for your part-time adult vocational instructors (check all that apply)?

- ☐ Local Unit
- ☐ SBCCOE Staff
- ☐ Teacher Education Institution
- ☐ Other (please specify)

_____

_____

12. Who or what agencies could best determine the areas of participation in the presentation of an in-service program for your part-time adult vocational instructors (check all that apply)?

- ☐ Local Unit
- ☐ SBCCOE Staff
- ☐ Teacher Education Institution
- ☐ Other (please specify)

_____

_____

13. Who should provide the instruction?

- ☐ Local Unit
- ☐ SBCCOE Staff
- ☐ Teacher Education Institution
- ☐ Special Interest Program for Part-Time Instructors (Similar to VE 270)
- ☐ Other (please specify)

_____

_____

14. If there were to be more than one agency involved, how should they share the responsibility for in-service education (please answer in the space below)?

APPENDIX E

Cover Letter

April 19, 1979

Dear Vocational Educator:

You, as a vocational educator in the State of Colorado, have been selected to take part in a research study designed to develop a model for implementing a state-wide in-service for post-secondary part-time instructors.

The degree of success achieved by this study will ultimately depend on the extent to which participants cooperate in providing the information requested. Since only a limited number of teachers have been selected to participate, your responses will have a significant impact on the outcome of the project and will make a worthwhile contribution to vocational education.

Please return the completed questionnaire by May 18, 1979. This will be greatly appreciated. For your convenience, a stamped, self-addressed envelope is enclosed.

No individual responses will be revealed in the study because each response will be submerged in the overall analysis of the data.

A brief summary of the results of the project will be provided to participants in the study.

Sincerely,

Ivan E. Valentine Milton E. Larson Robert A. Burger

Dr. Ivan E. Valentine
Project Co-Director

Dr. Milton E. Larson
Project Co-Director

Robert A. Burger
Researcher

cim

Enclosures: Questionnaire
Return Envelope

APPENDIX F

Follow-Up Cover Letter

May 11, 1979

Dear Vocational Educator:

Your help is urgently needed! We have not yet received your response to a research study designed to develop a model for implementing a state-wide in-service for post-secondary part-time instructors.

The coding information that appears on each questionnaire is only for necessary follow-up procedures such as this letter. You have our personal assurance that the master coding list will be destroyed as soon as follow-up activities are completed and that the confidential nature of the responses will not be violated.

If you have already mailed your questionnaire, please disregard this request, and accept my appreciation. If not, would you please take a few minutes of your time to fill out and mail the enclosed instrument.

Thank you again for your assistance in this study.

Sincerely,

Ivan E. Valentine Milton E. Larson Robert A Burger

Dr. Ivan E. Valentine
Project Co-Director

Dr. Milton E. Larson
Project Co-Director

Robert A. Burger
Researcher

cim

Enclosures: Questionnaire
Return Envelope

APPENDIX G

List of Panel of Experts
for Validation of Flowchart
and Cover Letter

PANEL OF EXPERTS

Dr. Donald Mankenberg
Community College of Denver
North Campus
3645 West 112th Avenue
Westminster, CO 80030

Mr. David R. Turner
Instructional Service Center
602 East 64th Avenue
Denver, CO 80229

Dr. Thomas J. Loser
4008 Dogwood Court
Loveland, CO 80537

Mr. Paul W. Gaiser
Aims Community College
P.O. Box 69
Greeley, CO 80631

Mrs. Eleanor J. Knapp
2319 Rambouillet Drive
Fort Collins, CO 80526

Mrs. Connie Mondragon
2230 Shropshire Avenue
Fort Collins, CO 80526

Mrs. Kay Turman
Supervisor
Postsecondary Occupational
Boulder Valley Area
Voc.-Tech. Center
6600 East Arapahoe Road
Boulder, CO 80303

Mr. Wayne Boekes
Larimer Cty. Voc.-Tech. Center
P.O. Box 2397
Fort Collins, CO 80522

Mr. Calvin C. Walcott
Emily Griffith Opportunity School
1250 Welton Street
Denver, CO 80204

Dr. Richard Edsall
Special Planner
Energy Consortium, Youth Programs
SBCCOE
207 State Services Building
Denver, CO 80203

Dr. Gil Carbajal
330 East Laurel
Fort Collins, CO 80524

Mr. Russ Koehler
5915 Neptune Drive
Fort Collins, CO 80525

Dr. Duane G. Jansen
Department of Vocational Education
Colorado State University
Fort Collins, CO 80523

Dr. Leland B. Luchsinger
Department of Vocational Education
Colorado State University
Fort Collins, CO 80523

October 5, 1979

Thank you for indicating your willingness to participate in a field validation of a model. To confirm your understanding, the meeting will be on Thursday, October 25, 1979, at 9:00 a.m. in the Student Center, Room 206. There are metered parking lots to the southwest and north of the Student Center.

The purpose of the meeting is to do a field validation of a Generic Model (flowchart) for Pre/Inservice for Postsecondary/Part-Time Instructors. At the meeting, you will review the flowchart and documentation and then answer a short questionnaire. To make it more convenient, we are enclosing a copy of the flowchart and the documentation.

Lunch will be furnished, and we plan on being completely finished by 2:30 p.m.

If you have any questions about the meeting or are unable to come, please call Ms. Connie Mondragon at 491-7512 in the Department of Vocational Education at Colorado State University.

Sincerely,

Dr. Ivan E. Valentine
Project Co-Director

cim

Enclosures

cc: Dr. Milton E. Larson
Mr. Leon Flancher

APPENDIX H

Blank Survey for Panel of Experts

TIME CHART FOR GENERIC MODEL FOR PRE/INSERVICE FOR PS/PT INSTRUCTORS

	Phase A	Phase B	Phase C	Phase D	Phase E
	Preplanning	Needs Assessment	Inservice Planning	Imple-mentation	Evaluation and Recommendations
Cells Numbered From Flowchart	1 2 3 4 5 6	7 8 9 10 11 12	13 14 15 16 17	18 19 20 21	22 23 24 25 26 27 28
Number of Days to Accomplish Phase					

77

COMMENTS OR CONCERNS:

FIELD EVALUATION FOR PRE/INSERVICE
FOR POSTSECONDARY/PART-TIME INSTRUCTORS

Part I

	False or Least True ← → True or Nearly True						
Prior Knowledge							
1. I have had a need for a model for pre/inservice	1	2	3	4	5	6	7
2. I am responsible for a large number of part-time instructors who need training	1	2	3	4	5	6	7
3. I have had extensive experience developing and utilizing flowcharts	1	2	3	4	5	6	7
4. My school already has a workable pre/inservice plan for part-time instructors	1	2	3	4	5	6	7
5. Prior to this model, I thought pre/inservice for part-time instructors is a state responsibility	1	2	3	4	5	6	7

Part II

	False or Least True						True or Nearly True
Present Reaction							
1. The model answers my needs	1	2	3	4	5	6	7
2. It is easily adaptable to my institution	1	2	3	4	5	6	7
3. I feel comfortable with the administrative control provided in this model	1	2	3	4	5	6	7
4. I don't need any additional information to follow the model	1	2	3	4	5	6	7
5. The model needs to be more detailed	1	2	3	4	5	6	7
6. Pre/inservice is a critical part of improving instruction in my institution	1	2	3	4	5	6	7
Future Projection							
1. The model provides me with enough information to plan and implement an inservice program . . .	1	2	3	4	5	6	7
2. I would like a handbook of inservice ideas . . .	1	2	3	4	5	6	7
3. In the future, inservice for part-time instructors should be a local responsibility . .	1	2	3	4	5	6	7
4. I will see that the staff is acquainted with the model	1	2	3	4	5	6	7

Part III

1. Who should fund pre/inservice training for part-time instructors? (Agencies?/Other?)

2. What additional elements or concepts should be included in the model? (Elements?/Other?)

3. What is the role for teacher educators in pre/inservice for part-time instructors?

4. What method of presenting the training would you favor? Please rank in importance (1 = most desirable and 8 = least desirable).

_____ Slides/tapes	_____ Workshops/seminars
_____ Video tapes	_____ Formal classes
_____ Programmed instruction	_____ Itinerant teacher
_____ Handbooks	_____ Other (please specify) _____
_____ Lecture	_____

5. Should pre/inservice be mandatory or voluntary for part-time instructors?

☐ Yes ☐ No ☐ Don't know

Reasons:

6. Additional comments:

APPENDIX I

Cost Model

COST MODEL

	Least Costly				Most Costly
(A) RESOURCE PERSONS	Inhouse People	State Agencies and/or Institutions	Local Consultants (Expenses Only)	Local Consultants (Fees and Expenses)	National Consultants
(B) MATERIALS PREPARATION AND UTILIZATION	Internally Generated	State Agency and/or Institution Developed	Contracted With State Agency and/or Institution	Consultant Contracted	Professionally Developed and Published
(C) FACILITIES COST	Classrooms or District Meeting Rooms	Use of Related Agencies and/or Institutions' Rooms	Local Rental of Rooms or Conference Centers	Non-Local Rental of Rooms or Conference Rooms (Day Only)	Non-Local Retreat (Overnight)
(D) LEVELS OF INTERVENTION					
1. Group	Inhouse	State Agency and/or Institution on Consultive Basic	Trips, Conferences, or Classes	Professional Coordination by Consultant	Complete Development and Coordination by Consultant
2. Individual (Professional Development)	Inhouse Training	State Agency and/or Institution Train One-to-One	Visits, Conferences, or Classes	Internships or Exchanges	Professional Consultive One-to-One